DOCUMENT RESUME

ED 222 728 CE 034 195

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TITLE Sources to Use When Seeking Employment. Office Occupations. Audiovisual Package. Instructor's Guide. Student Activity Packet.
INSTITUTION East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS AGENCY Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE 81
NOTE 58p.; For related documents see CE 034 189-197 and CE 034 371.
AVAILABLE FROM Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Write for price).
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; Check Lists; Clerical Occupations; Competency Based Education; *Employment Opportunities; *Information Sources; *Job Search Methods; Job Skills; Learning Activities; Learning Modules; Office Occupations; *Office Occupations Education; Postsecondary Education; Scripts; Teaching Guides

ABSTRACT

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of seeking employment. Modules for other competency areas are available separately. The purpose stated for the module is to help students become familiar with various sources of information to use when looking for a job. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

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OFFICE OCCUPATIONS

SOURCES TO USE WHEN SEEKING EMPLOYMENT

Audiovisual Package

Instructor's Guide
Student Activity Packet

Prepared by Diane E. Johnson

CE 034195

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Secondary and Higher Education
East Texas State University
Commerce, Texas

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SOURCES TO USE WHEN SEEKING EMPLOYMENT

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INTRODUCTION

This module, made up of a slide/tape presentation and accompanying printed materials, was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state of Texas, this and several other modules were developed to provide instructional materials in competency areas that require formal classroom training. Selected postsecondary office occupations instructors assisted in the development, field review, and evaluation of the final product.

Included in each slide/tape package are a set of full-color slides, a script, a cassette tape, an instructor's guide, and a student activity packet. Each package includes an instructor's guide with general instructions for use by an individual or in a group setting, the slide/tape presentation, and specific instructions on how to use the materials in a particular package. The specific instructions section contains solutions for the activities completed by the students and suggestions for evaluation of the work produced.

The student activity packet consists of a section on information the student must know in order to complete the activities, any necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based.

All of the materials in these modules have been developed with student needs and interests in mind and are designed with the flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. As a result, the students should find the material practical and job-related.

ACKNOWLEDGMENTS

We extend special thanks to the following committee members and their employers for their cooperation in reviewing, evaluating, and testing the materials developed through this project:

Business Advisory Committee

Berta Aizen, Manager, Secretaries of Dallas, Inc.
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Elise Lewis, Lamar University at Orange
Dr. Dorothy McNutt, College of the Mainland
Barbara Pankhurst, Kilgore College
Georgia Weathers, Texas State Technical Institute, Amarillo
Annie Williamson, Lamar University at Orange
Freddie Wilmoth, Bee County College

In addition to these specific individuals, selected students at Kilgore College and Paris Junior College have tested these materials in their draft form and have provided valuable input for assuring that the final product be as realistic and job-oriented as possible.

Appreciation is also given to the following businesses and institutions which allowed our writers and photographers access to their facilities. It is through their cooperation that the slides which accompany these packages show actual office settings:

Brookhaven College
- Office Occupations Laboratory
- Job Placement Center

East Texas State University
- Business Education Department
- James G. Gee Library
- Placement Service

Xerox Corporation, Dallas

Sun Production Company, Dallas

Finally, special appreciation is extended to Donna Henson and Joyce Johnson of East Texas State University for their input in the initial development of these materials.

INSTRUCTOR'S GUIDE

SOURCES TO USE WHEN SEEKING EMPLOYMENT

INSTRUCTOR'S GUIDE

GENERAL INSTRUCTIONS

Equipment Needed

Before using this presentation, make sure that arrangements have been made to have the following equipment available: a slide projector, a projection screen, and a cassette recorder/player.

Make sure that all equipment is working properly.

Preparations Before Class

1. Preview the slide/tape presentation and determine how it will be used in your class.
2. Plan short but relevant introductions to tell students what to look for in the slide/tape presentation.
3. Allow enough time to show the presentation in its entirety.
4. If you use handouts, be sure they are distributed after the presentation.

Procedures for Group Setting

1. Choose a point in the lesson where the slide/tape presentation will have the greatest impact.
2. After showing the slide/tape presentation, ask students to give highlights in their own words.
3. If necessary, show the presentation or parts of it again to emphasize points important to successful completion of the activities.
4. If necessary, make arrangements for students to use the slide/tape presentation on an individual basis.

Procedures for Individual Setting

1. Make sure space and equipment are available.
2. Check equipment to make sure it is working properly.

3. Demonstrate the procedures for using the equipment.

4. Have students view the slide/tape presentation as many times as necessary to understand the information given.

Instructions for Using Slides and Cassette Tapes

1. Pick up each slide by the frame so that you do not touch the film.

2. Arrange the slides in the slide tray in sequential order with the slide number in the upper right corner facing you.

3. Insert the cassette tape in the recorder/player.

4. Rewind the cassette tape to be sure it will start at the beginning.

5. Turn on the slide projector. The first slide should be projected on the screen.

6. Start the cassette player.

7. Depress the advance button at the sound of the "beep" if you are using the audible advance.

(NOTE: Review the above procedures with those students who will be using the package individually.)

Student Checksheets

Student checksheets provide a convenient means for students to take notes while viewing the slide/tape presentation. The points identified on the student checksheets are those the student will have to be familiar with in order to complete the activities provided.

Resource Sheets

Resource sheets contain information essential to the activities and serve as reinforcement for the competency requirements covered by the slide/tape presentation. Students should use the resource sheets as instructed in each student activity packet.

Activity Sheets

Activity sheets are working papers for students. Students are instructed to use them when completing certain activities.

SOURCES TO USE WHEN SEEKING EMPLOYMENT

INSTRUCTOR'S GUIDE

SPECIFIC INSTRUCTIONS

Introduction to Slide/Tape Package

Sources to Use When Seeking Employment is an audiovisual aid developed to help students become familiar with various sources of information to use when looking for a job.

This slide/tape package consists of 51 full-color slides, a cassette tape, an instructor's guide, a script, and a student activity packet that could be used as primary or supplementary instructional tools in office/secretarial procedures, employability skills courses, and a variety of other courses that address the techniques for finding jobs.

Script

A description of each slide and its narration can be found at the end of the Specific Instructions.

Time and Facilities

Approximately 30 to 35 minutes of one class session should be set aside for introduction and presentation of the slide/tape, which can be shown in any room that can be sufficiently darkened or that has individual carrels equipped with slide carousels and cassette tape recorders. In addition, students should be able to complete the 10 activities in approximately 8 to 10 hours.

Suggested Class Discussion (for use in a group setting)

1. After reviewing the slide/tape presentation, discuss the major sources that can be used when seeking employment. Include the following:

   a. Classified section of the newspaper

   b. The school placement office

   c. Employment agencies

   d. Civil Service announcements

   e. Friends, family, acquaintances, and work or school associates

   f. Telephone directory

g. Other sources

(1) Chamber of Commerce Employment Service

(2) union halls

(3) company directories

(4) trade journals

2. Discuss the procedure for looking for a job. Include the following points in the discussion:

a. Making a list of prospective employers

b. Recording sources on the prospective employer list

c. Checking the list and grouping prospects

3. Combine several of the activities included in the Student Activity Packet by having representatives of the various employment sources present a panel discussion. This could eliminate the necessity of students traveling to these source locations.

Suggested Student Activities

Ten activities are provided in the Student Activity Packet. These activities are designed to reinforce the information presented on the slide/tape and to provide the students an opportunity to investigate various sources of information they can use when seeking employment. Additionally, the students are given practice in developing and maintaining a list of prospective employers as they would when actually searching for a job.

Because of the nature of the activities provided, students are required to travel to meet with potential job sources in activities 4, 5, and 6. In addition, activities 6 and 9 could require travel. The instructor should determine whether these activities should be used as described or should be adapted to better meet the needs of the students and adhere to the regulations of the school. Many of these activities could be combined by having representatives of the various employment sources present a panel discussion to a class that meets as a group. Others could be accomplished through the use of guest speakers.

The activities provided in this packet can provide the student who is in the process of seeking employment with valuable contacts in the business world. By design, the activities require the student to contact potential employers; students who are actively seeking employment could apply for any available positions with the companies or persons they contact when completing the activities.

In addition to the activities provided in this packet, the teacher could have the students complete any or all of the following tasks in order to further refine skills in this competency:

1. Students could give oral presentations on their experiences in completing various activities, especially for Activity 10. In this way, reactions could be shared and students would gain a broader knowledge of the five job sources presented in this activity.

2. Students could be required to keep a log of their activities in completing the assignments. The suggested log would include such information as the name, address, and telephone number of the company contacted; the student's reaction to the positions discussed; and a prioritization by preference of the positions investigated.

3. Students could be asked to investigate additional job opportunities using any of the suggested sources.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's successful completion of this packet. This checklist is not intended as a method of grading but merely as a means of determining whether or not the student has mastered the competencies presented in this package.

1. Completion time for activities
   a. Completion time less than suggested time limits _____
   b. Completion time within suggested time limits _____
   c. Completion time exceeded suggested time limits _____
2. Activity 1
   a. Advertisements selected correspond to definitions
      (1) identified advertisements _____
      (2) blind advertisement _____
      (3) employment agency advertisement _____
   b. Complete information recorded on list of prospective employers for
      (1) two identified advertisements _____
      (2) one blind advertisement _____
      (3) one employment agency advertisement _____
3. Activity 2
   a. Advertisement gives all required information _____
   b. Advertisement is grammatically correct _____

c. Advertisement is accurately typed _____
d. Advertisement is concise _____

4. Activity 3
   a. Complete information recorded on list of prospective employers _____
   b. Report accurately typed _____
   c. Report grammatically correct _____
   d. Report includes information on
      (1) procedures for using the placement office _____
      (2) fee requirement for using the placement office _____

5. Activity 4
   a. Report accurately typed _____
   b. Report grammatically correct _____
   c. Report addresses the following points
      (1) procedures for using agency's services _____
      (2) types of employers represented by the agency _____
      (3) kinds of jobs available through the agency _____
      (4) contractual obligations of job seekers _____
      (5) contractual obligations of the employment agency _____
      (6) fee requirements (including the responsible party) _____
   d. Name and address of agency included in the report _____
   e. Name of employment counselor included in the report _____

6. Activity 5
   a. Complete information recorded on the list of prospective employers _____
   b. Report accurately typed _____
   c. Report grammatically correct _____
   d. Report addresses the following points
      (1) type of employment test given by the service _____
      (2) skill levels required to pass the test _____
      (3) types of employers who use employees of the service _____
      (4) types of jobs available _____
      (5) salaries _____
      (6) fringe benefits _____
      (7) areas of the city in which most jobs occur _____
      (8) employee's options for accepting or rejecting jobs _____
      (9) average number of days of work each month _____

e. Name and address of agency included in the report _____

f. Name of employment counselor included in the report _____

7. Activity 6

a. Complete information recorded on the list of prospective employers, if appropriate _____

b. Report accurately typed _____

c. Report grammatically correct _____

d. Report addresses the following points

(1) procedures for placing clients in jobs _____

(2) types of employers represented by the agency _____

e. Name and address of agency included in the report _____

f. Name of employment counselor included in the report _____

8. Activity 7

Complete information recorded on the list of prospective employers _____

9. Activity 8

Complete information recorded on the list of prospective employers _____

10. Activity 9

Complete information recorded on the list of prospective employers _____

11. Activity 10 (complete only for the appropriate exercise)

a. Exercise 1

Complete information recorded on the list of prospective employers _____

b. Exercise 2

(1) complete information recorded on the list of prospective employers _____

(2) questions answered on back of 3-by-5 card _____

c. Exercise 3

(1) complete information recorded on the list of prospective employers _____

(2) questions answered on back of 3-by-5 card _____

d. Exercise 4

(1) complete information recorded on the list of prospective employers _____

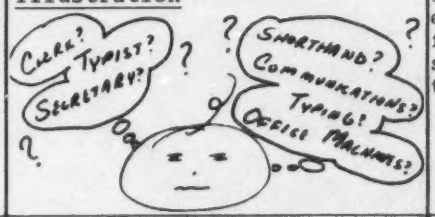
(2) questions answered on back of 3-by-5 card _____

e. Exercise 5

(1) complete information recorded on the list of prospective employers _____

(2) employment requirements listed on back of 3-by-5 card _____

(NOTE: Answer keys are not provided for these activities; the information given for each activity will vary according to the interests of the students and the sources used.)

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
1	Focus/Synchronize Slide	OCL Logo
2	Title Slide	SOURCES TO USE WHEN SEEKING EMPLOYMENT
3	Illustration STOP	Before beginning this slide/tape presentation, stop the recorder and locate the Student Checksheet in your Student Activity Packet. This checksheet provides a means of taking notes on the parts of this presentation that you will need to know in order to complete the activities.
4	Photos airport / government building office building / city	In today's world, employment opportunities can be found everywhere--if you know how and where to look for them. Although being in the right place at the right time can result in getting a job, job seekers who know exactly what they want and know how to get it are more likely to accomplish their career goals than are those who rely on luck or chance.
5	Photo A young person beginning to write a list of prospective employers	The search for the right job is a major goal of almost all individuals and should be carefully and thoroughly planned. To begin this planning, you should develop a list of prospective employers.
6	Illustration 	In order to do this in an organized manner, you must first be sure of the type of employment you desire. You must also be fully aware of the kind and level of position for which you are qualified. Once you have these factors in mind, you can narrow your search to the employers and positions that can fulfill your needs. Then you are ready to begin your list of prospective employers.
7	Illustration A partially completed list of prospective employers	This list, when completed, should include the names, addresses, and telephone numbers of those employers who could offer the kind of employment opportunity you are seeking. In addition, your list should be organized in such a way that you can easily identify your first preference for employment, your second preference, and so forth.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
8	Illustration 1. classified section of a newspaper 2. yellow pages of a telephone directory 3. a person 4. a private employment agency 5. Texas Employment Commission office 6. temporary employment service 7. school placement office	There are many varied sources than can aid you in developing your list of prospective employers. You should use as many of these sources as possible so that you become fully aware of the opportunities that exist for you.
9	Illustration classified section of a newspaper	The classified section of the newspaper is an invaluable source of information for the job seeker. Many private companies, as well as employment agencies, use the newspaper to announce vacancies and search for qualified employees. Because many job seekers do use the classified ads when looking for a job, you should respond immediately to any advertisement that interests you. Delaying your response for even one or two days after a job has been advertised for the first time may mean that the position was filled before your letter of application was received.
10	Illustration a typical employment advertisement with the position, salary, and qualifications shown in bold print	A typical advertisement includes the position being advertised, the qualifications required of the persons applying for the job, and the salary that will be paid to whomever is hired.
11 19	Illustration TYPES OF EMPLOYMENT ADVERTISEMENTS 1. Identified Advertisement 2. Blind Advertisement 3. Employment Agency Advertisement 4. Situation Wanted Advertisement	When looking through the classified advertisement section of the newspaper, you will find four types of employment advertisements: 1. identified advertisements, 2. blind advertisements, 3. employment agency advertisements, and 4. situation wanted advertisements. 20

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
12	Illustration an identified advertisement with the name of the employer shown in bold print	This slide shows an example of an identified advertisement. Notice that, as the name implies, the advertisement identifies the company seeking job applicants. In addition, this type of ad usually lists the location of the company as well as pertinent information about the available position.
13	Illustration ADVANTAGES OF IDENTIFIED ADVERTISEMENTS 1. Knowledge of location 2. Ability to secure information	Because of the amount of information given, the identified ad has two major advantages: 1. If you are limited to a specific location, you can easily eliminate any positions that are located outside your identified boundaries. 2. You can easily secure pertinent information about a company and then adapt your résumé and letter of application to fit the situation.
14	Illustration a blind advertisement with the statement of how to reply to the ad shown in bold print	A blind advertisement, on the other hand, does not identify the company seeking employees. Replies to these ads are usually made by sending a résumé to a post office box or by telephoning a given number. This type of ad is often used so that employers can screen applicants on the basis of letters and résumés alone. Once this screening process has been completed, employers will usually invite the most promising applicants to interview for the position.
15	Illustration BLIND ADVERTISEMENTS Advantages: 1. Knowledge of salary and benefits; 2. Knowledge of qualifications and duties Disadvantages: 1. Inability to secure information; 2. No knowledge of location; 3. No knowledge of what to emphasize in reply 21	Although blind advertisements usually list the salary and qualifications for the position, the total lack of identifying information about the company suggests three distinct disadvantages of responding to this type of ad: 1. You are unable to secure information that could make the position either more or less attractive. 2. The location of the office may or may not be outside the boundaries you have set for employment. 3. You are unable to decide which of your qualifications, if any, should be emphasized in your letter of application. 22

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
16	Illustration an employment agency advertisement with the agency name shown in bold print	A third type of classified employment advertisement used by employers enlists the aid of an employment agency. Employment agency ads are placed by private employment agencies, by temporary employment services, and by public, or state, employment agencies. These ads usually seek applicants for specific jobs in client firms; however, they may also be used by an employment agency to find clients to fill positions that may arise in the future.
17	Illustration an employment agency advertisement with the words FEE PAID shown in bold print	Because a third party--the agency--is used, a fee must be paid to the agency, either by the firm seeking the employee or by the person hired for the advertised position. If the advertisement contains the words 'FEE PAID," the company looking for an employee will pay the employment agency. If these words are not contained in the ad, it is wise to assume that if you are hired for the position, a percentage of your first month's or first year's salary will be deducted from your check to pay the required fee.
18	Illustration EMPLOYMENT AGENCY ADVERTISEMENTS Advantages 1. Agency finds positions 2. Contact with large number of employers 3. Fee paid charges passed to employer Disadvantages 1. Inability to obtain information 2. Requirement to sign a contract 3. Availability of credentials to undesired employers 4. Pressure to accept a position 23	There are both advantages and disadvantages in using employment agency advertisements as sources for finding employment. Probably the most important advantage is that the agency does the preliminary work of finding prospective employers. In addition, your credentials can be made available, through the agency, to a large number of employers who might not otherwise learn of your qualifications. Finally, if the agency specializes in "FEE PAID" positions, you can use their services and the charges will be passed on to the employer. However, you can obtain no information about a prospective employer without going through the agency; you may have to sign a contract and agree to pay a percentage of your salary for the agency's services; your credentials may be made available to firms with whom you would otherwise not seek employment; and, you may feel pressured to accept a position in which you are not really interested. 24

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
19	Illustration temporary employment service advertisement	Temporary employment services or agencies also advertise in the classified sections of newspapers. Temporary employment services differ in several ways from private employment agencies. Temporary services do not require individuals who seek employment through them to sign contracts or to pay fees. Temporary agencies provide workers for companies that need people when permanent employees are ill or on vacation or when peak work loads occur.
20	Photos One person shown in several different work settings	If you choose to seek employment through a temporary agency, the agency will be your employer--even though you may work for several different companies at various times. The agency will find jobs for you and will pay you for your work; then, the agency will bill the company by which you were employed.
21	Illustration TEMPORARY SERVICES/AGENCIES Advantages: 1. Flexibility 2. Weekly Pay 3. Variety Disadvantages: 1. No specific employer 2. Lack of fringe benefits 3. Lack of job stability	Flexibility is probably the first advantage of this type of employment source. Once you have passed the agency's employment test, you may specify such factors as the hours of the day during which you will be available, dates on which you will not be available, the areas of the city in which you prefer to work, and so forth. The agency will contact you when positions are available that match your needs and your qualifications. 2. Temporary services usually pay their employees at the end of each week of work--including the first week. 3. Employment through a temporary agency gives you the opportunity to explore many types of jobs with a variety of employers. However, there are also disadvantages to this type of employment. 1. Because you are employed "temporarily," you often miss the camaraderie that exists among permanent employees. 2. Temporary agencies usually do not offer fringe benefits such as paid vacation or sick leave. 3. The person who works through a temporary employment service often lacks the job stability of a permanent employee since employment depends on the need for "extra" workers.
22	Illustration situation wanted advertisement with the words SITUATION WANTED shown in bold print	The fourth type of classified advertisment, the situation wanted ad, differs from the three previously discussed because it is placed by the person seeking employment. This type of advertisement usually describes the work sought by the applicant, the qualifications of the applicant, and a phone number or address at which the applicant can be reached. The advertisement can be as brief or as descriptive as the job seeker wishes; but because the job seeker must pay for placing the ad, it is usually very concise.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
23	Illustration SITUATION WANTED ADVERTISEMENTS Advantages: 1. Control of timing; 2. Specification of conditions; 3. Selection of best medium Disadvantages: 1. Cost; 2. Reliance on assumption; 3. Availability for responses	Like the other types of advertisements discussed, use of the situation wanted ad has both advantages and disadvantages. On the plus side, the applicant 1. has control over the time at which the advertisement appears in the newspaper, 2. may specify location, type of firm sought, availability times, and so forth, and 3. may select the best newspaper for getting the message to the right people. At the same time, however, disadvantages must be considered: the applicant 1. must pay to place the advertisement, 2. can only assume the ad will be read by employers, and 3. must be constantly available to answer any phone calls that come in response to the ad.
24	Photo placement office	Your school's placement office is another excellent source of information on job openings. When you register with the placement office, you become eligible for a number of services which can aid you in your search for employment. These services are usually made available free of charge--or for a very low registration fee--to students and former students.
25	Illustration current openings list	Although the services offered vary from school to school, most school placement offices maintain and distribute an up-to-date list of employers who are seeking applicants;
26	Photo placement office bulletin board	post a bulletin board which lists available jobs;
27	Illustration placement office announcement of interviews on campus	invite various employers to visit and interview students at least twice a year;
28	Photo employer representative greeting a student in placement interview room	and arrange for students to interview with the visiting employers.

27

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SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
29	Photo placement library	In addition to these services, the placement office sometimes maintains a library of information on different occupations. You may find this service helpful if you are exploring occupational categories or if you are searching for background information on a specific employer.
30	Illustration application forms	Other services sometimes available through the placement office are: 1. help in learning how to complete application forms;
31	Illustration résumé and letter of application	2. seminars on how to write résumés and letters of application;
32	Photo student and director at interview table	and 3. workshops on how best to present oneself during the job interview.
33	Photo private employment agency	Outside the school setting, employment agencies are a good source of information for job seekers. As mentioned previously, there are three kinds of employment agencies--the private agency,
34	Photo temporary employment service	the temporary employment service or agency,
35	Photo Texas Employment Commission	and the public, or state-owned, agency. Each of these agencies represents employers who are looking for qualified job applicants. Private and public agencies will accept your résumé and application and then refer you to an interested company or government office for an interview. The temporary service will accept your résumé, give you an employment test, and send you to various jobs when someone with your qualifications is requested.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
36	Illustration PRIVATE EMPLOYMENT AGENCY Fees Charged Employer OR Employee TEMPORARY EMPLOYMENT AGENCY Fees Charged Employing Firm PUBLIC EMPLOYMENT AGENCY Tax Supported	You will recall from the earlier discussion of employment agency ads that the fee required by a private agency may sometimes be paid by the employers who use the agency. If the employer does not pay the agency fee, the applicant who obtains the job pays. Temporary agencies, on the other hand, only require fees from the employing firms, while public agencies charge no fees.
37	Photo yellow pages open to employment agency listings showing TEC and private and temporary agencies	Addresses and phone numbers for private, temporary, and public employment agencies may be found in the yellow pages of the telephone directory under "employment agencies."
38	Photo Civil Service announcement	Another good source of information about potential jobs is the Civil Service announcement. This is a listing of positions that are available in government agencies. Separate announcements are maintained for state government positions and for federal government positions. Applicants for Civil Service jobs are usually required to take an examination which is administered at certain times throughout the year. In some instances you may find you are able to have the shorthand and typing proficiency exam administered at your school and simply present verification of having the required skills at the time the written portion of the test is given.
39	Photo Federal building or U. S. Government white pages listing in phone directory	For information on Civil Service openings and exams, you should contact the nearest United States Government Office of Personnel Management (formerly the Civil Service Commission) or the State Government Personnel Office. The phone numbers and addresses are listed in the white pages under "United States Government" and "Texas State Government."
40	Photo City Hall/County Courthouse	City and county governments also have announcements of openings within their agencies. For information on these, check with someone at your city hall or county courthouse.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
41	Photo Chamber of Commerce building	In some cities and counties, the Chamber of Commerce maintains a list of job openings or of companies seeking applicants. Check with your Chamber of Commerce office to see if this is a service it provides.
42	Photo yellow pages of the telephone directory	Perhaps you wouldn't think of the yellow pages of your telephone directory as a source of information on jobs. However, if you know that you are interested in a certain type of work, the yellow pages may be a very handy aid. Let's say you have decided that you are interested in working for an insurance company. You can then consult the yellow pages for a ready-made list of insurance companies in your town.
43	Photo personnel office	Keep in mind, too, that many larger companies maintain their own personnel offices through which they hire new workers. A phone call will help you determine if you need to make an appointment or if you may simply call at the company in person.
44	Illustration Collage of various union logos or names	In some localities there are union halls where job notices are kept posted. Inquire among working friends or telephone union representatives to determine if this is true in your area and if you might be eligible for any jobs that are available. However, you should be aware of the fact that most of the jobs listed with unions will require that you qualify for and obtain membership in the particular union.
45	Illustration a company directory or trade journal	In addition to those sources we have already discussed, you may wish to investigate individual company directories and trade journals which can give information on job possibilities that would interest you.
46	Photo library reference room	Both company directories and trade journals are available through your library and/or placement office.
47	Photo student in conversation with a friend	Finally, don't forget to let friends, relatives, and work associates know that you are job hunting. Personal contact is sometimes the key to finding just the information you need. Your personal contacts may know of specific job openings; they may be able to tell you of possible "leads" to check out; or they may be able to give your name to someone who can be of help to you.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
48	Illustration repeat slide 7	If you are getting the feeling that you should not leave one stone unturned in your search for a job, you are right! Your list of job prospects is most likely to be a thoroughly representative list if you consider as many sources as are available.
49	Illustration 1. "Help Wanted" ads 2. "Situation Wanted" ad 3. School placement office 4. Private employment agency 5. Temporary employment service 6. Public employment agency 7. Civil Service announcements 8. Yellow pages 9. Company personnel office 10. Union halls 11. Company directories 12. Trade journals 13. Friends, relatives, and acquaintances	Remember to "get yourself together" as you begin your job hunt. Know what you are looking for. Then use as many of these suggested sources as possible: 1. the help wanted ads in the newspaper; 2. a situation wanted ad placed by you; 3. your school placement office; 4. a private employment agency; 5. a temporary employment service; 6. a public employment agency; 7. Civil Service announcements; 8. the yellow pages of the telephone directory; 9. company personnel offices; 10. union halls; 11. company directories; 12. trade journals; 13. friends, relatives, and acquaintances.
50	Photo secretary sitting behind a desk	As we said in the beginning of this presentation, people who know what they want and who know where to look for it, are most likely to be successful in finding the jobs they want.
51	Credits Slide	

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STUDENT ACTIVITY PACKET

SOURCES TO USE WHEN SEEKING EMPLOYMENT

STUDENT ACTIVITY PACKET

Objective

To locate and use various sources of information about job openings.

Introduction

The person seeking employment, either as a first job or as a step up the career ladder, must be aware of positions that are available. To become aware of these positions, the successful job hunter makes use of as many sources of information as are available.

Purpose

After completing the exercises in this packet, you will be able to locate and use a variety of sources that can aid you in finding the particular job in which you are interested and for which you are qualified.

Materials

*Student checksheet for use with slide/tape presentation
*Sample "Situation Wanted" advertisement
*Resource sheets for activities 1-10
*Activity sheet for activities 1, 3, 5, 6, 7, 8, 9, 10
Newspapers (classified advertisement sections)
Telephone directory
Company directories (available in library or school placement office)
Trade journals (available in library)
Typewriter
Typing paper
Correction materials
Pen or pencil
One 3-inch by 5-inch file card

*These materials are provided as a part of this activity packet.

Directions

This packet contains ten activities. For each activity there is a resource sheet which contains instructions and/or needed information. To complete each of the activities, follow these steps:

1. Read carefully the instructions for each activity.

2. Determine which activities require out-of-class visits to business offices or other sources of job information.

3. If an out-of-class visit to a job source is necessary, telephone the business office or other source to arrange an appointment at a convenient time. During the phone conversation, explain the purpose of the visit and indicate the approximate amount of time you will need to spend with the person you are asking to see.

4. Keep a written record of all appointments that you make as a means of avoiding conflicts and as a reminder to yourself.

5. After each out-of-class visit to a job source, send a letter of appreciation (a thank-you letter) to the person or company that assisted you.

6. Assemble any materials you will need to complete the activities.

7. Compile the required information into the most appropriate format.

8. Use the activity sheet for recording the information collected in activities 1, 3, 5, 6, 7, 8, 9, and 10.

Example:

Name and Address of Company	Telephone No. of Company	Information Source	Date Contacted
ABC Manufacturing 414 Broadway, Garland	214-271-7314	8/15/80 Dallas Morning News	August 16, 1980
Ames + Baker, Attorneys 1401 Lee, Greenville	214-455-2710	TX Employment Com.	August 20, 1980

When all activities have been completed, submit them to your instructor for evaluation.

STUDENT CHECKSHEET

(To Be Used With Slide/Tape Presentation)

This sheet is provided as a convenient means of taking notes during the slide/tape presentation. The answers to the questions presented here will be useful when completing the activities which accompany this presentation.

1. What information should be included on a list of prospective employers?

2. Name the four types of employment advertisements found in the classified section of a newspaper.

   a.

   b.

   c.

   d.

3. What is an identified advertisement?

4. List two advantages of an identified advertisement.

   a.

   b.

5. What is a blind advertisement?

6. List two advantages and three disadvantages of a blind advertisement.

   Advantages

   a.

   b.

   Disadvantages

   a.

   b.

   c.

7. What is an employment agency advertisement?

8. Explain the meaning of "FEE PAID."

9. List three advantages and four disadvantages of an employment agency advertisement.

Advantages

a.

b.

c.

Disadvantages

a.

b.

c.

d.

10. What is the major difference between an employment agency and a temporary employment service?

11. List three advantages and three disadvantages of using a temporary employment service.

Advantages

a.

b.

c.

Disadvantages

a.

b.

c.

12. What is a situation wanted advertisement?

13. List three advantages and four disadvantages of a situation wanted advertisement.

Advantages

a.

b.

c.

Disadvantages

a.

b.

c.

d.

14. List eight services that a school placement office usually offers to students and former students.

a.

b.

c.

d.

e.

f.

g.

h.

15. What is the difference between a private employment agency and a public employment agency?

16. What four types of governmental units use Civil Service or other types of announcements concerning availability of positions?

a.

b.

c.

d.

17. List seven other sources of information you could use to learn about employment opportunities.

a.

b.

c.

d.

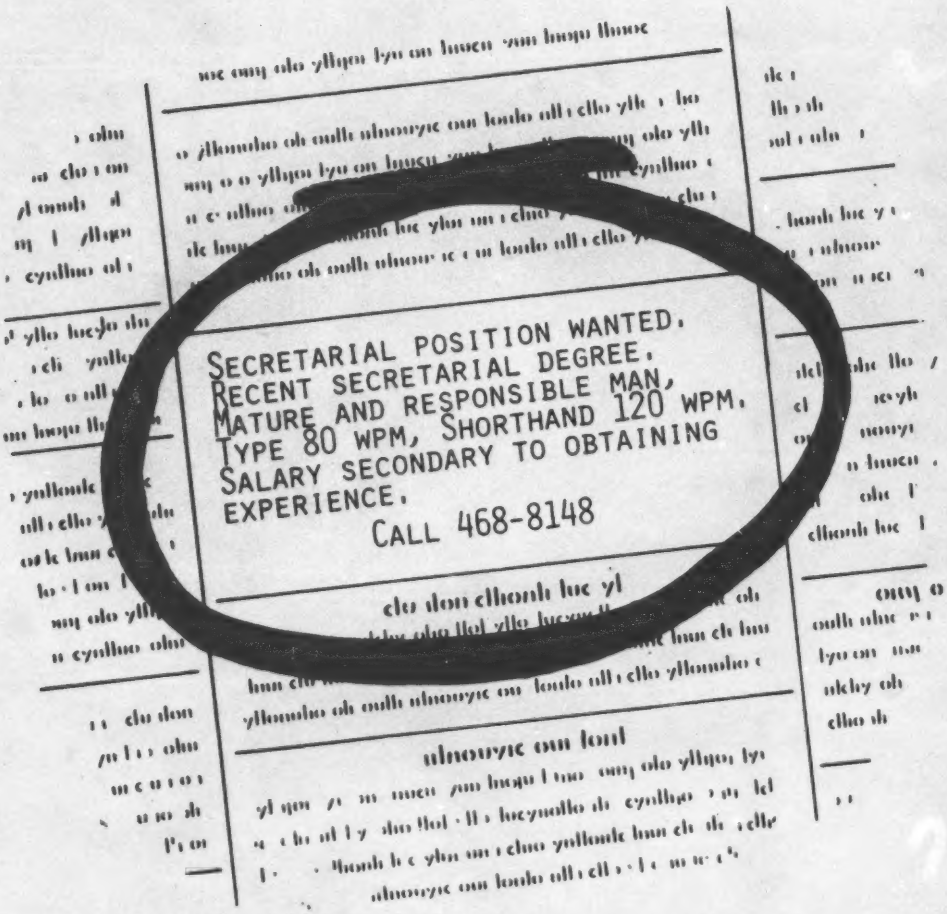
e.

f.

g.

SAMPLE

"SITUATION WANTED" ADVERTISEMENT



SECRETARIAL POSITION WANTED.
RECENT SECRETARIAL DEGREE.
MATURE AND RESPONSIBLE MAN,
TYPE 80 WPM, SHORTHAND 120 WPM.
SALARY SECONDARY TO OBTAINING
EXPERIENCE.
CALL 468-8148

RESOURCE SHEET

Activity 1

In compiling your list of prospective employers, you will have to be aware of and able to use a variety of job information sources.

Using the classified advertisement section of a newspaper, select

Two identified advertisements,

One blind advertisement,

One employment agency advertisement

in which you would be interested and for which you would be qualified. Record the appropriate information on your list of prospective employers.

Then, attach the selected advertisements to a sheet of typing paper and label them individually by placing the words "identified advertisement," "blind advertisement," or "employment agency advertisement" under the appropriate ad.

ACTIVITY SHEET

ACTIVITIES 1, 3, 5, 6, 7, 8, 9, 10

LIST OF
PROSPECTIVE EMPLOYERS

Name and Address of Company	Telephone No. of Company	Information Source	Date Contacted

RESOURCE SHEET

Activity 2

Prepare and type a "Situation Wanted" advertisement suitable for the type of employment you desire. You may refer to the sample at the beginning of your Student Activities Packet or to other examples in a newspaper.

RESOURCE SHEET

Activity 3

Visit your school's placement office and obtain a list of current job openings. Select two appropriate listings and record the information on your list of prospective employers.

Discuss with a counselor or the receptionist the procedures and fee requirements for using the placement office services. Then prepare a brief, typewritten report on your findings.

RESOURCE SHEET

Activity 4

Phone a private employment agency and schedule an appointment with an employment counselor to learn the following:

1. The procedure for finding a job through the agency.
2. The types of employers represented by the agency.
3. The kinds of jobs available through the agency.
4. The contractual obligations of job seekers who register with the agency.
5. The contractual obligations of the employment agency to the client.
6. The fee requirements for using the services of the agency (including who is responsible for paying the fee--the employer or the employee).

Once you have obtained the required information, prepare a concise typewritten report of your interview with the employment counselor. In your report, respond to the five points listed above and give your impressions of the agency and the services it offers. (Be sure to include the name and address of the agency as well as the name of the employment counselor with whom you spoke.)

RESOURCE SHEET

Activity 5

Phone a temporary employment service/agency and schedule an appointment with an employment counselor to learn the following:

1. The type of employment test given by the service.
2. The level of skills needed to pass the various sections of the employment test.
3. The types of employers who use employees of the temporary employment service.
4. The types of jobs available through the service.
5. The salaries paid by the service.
6. The fringe benefits, if any, the employment service offers.
7. The areas of the city in which most jobs occur.
8. The employee's options for accepting or rejecting any jobs offered.
9. The average number of days each month an employee would be able to work.

Prepare a brief typewritten report on the information you obtained. (Be sure to include the name and address of the agency as well as the name of the employment counselor with whom you spoke.) Record the appropriate information about the temporary employment agency on your list of prospective employers.

RESOURCE SHEET

Activity 6

Phone a state-operated employment agency and schedule an appointment with an employment counselor to learn the following:

1. The procedure by which the agency places clients in jobs.

2. The types of employers who use the services of the agency.

Prepare a brief typewritten report on the information you obtained. (Be sure to include the name and address of the agency as well as the name of the employment counselor with whom you spoke.)

If possible, obtain the names, addresses, and telephone numbers of two employers seeking employees with your qualifications and record the appropriate information on your list of prospective employers.

RESOURCE SHEET

Activity 7

Call or visit a government personnel office and obtain a listing of current job openings.

1. Choose a federal, state, county, or city personnel office.
2. Determine whether examinations are required of applicants.
3. Select two openings which are appropriate for your qualifications and record the appropriate information on your list of prospective employers.

RESOURCE SHEET

Activity 8

Using the yellow pages of a telephone directory, choose two businesses with which you might like to be employed and record the appropriate information on your list of prospective employers.

(NOTE: If you are seeking employment outside the city or town in which you live, most libraries have available telephone directories from major cities.)

RESOURCE SHEET

Activity 9

Inform several friends, relatives, and acquaintances that you are seeking employment and ask for their suggestions on possible job opportunities about which they are aware.

Select one job opening which you learned of through a personal contact and record the appropriate information on your list of prospective employers.

RESOURCE SHEET

Activity 10

Read the following directions; then select one of the five exercises and complete it as instructed. (Be sure to record on a 3" x 5" card the name and address of the source as well as the name of the person with whom you spoke in obtaining the required information.)

1. Visit or call a Chamber of Commerce office.

   a. Ask if the Chamber maintains an employment opportunities services.

   b. If such a service is available, select one position in which you would be interested and record the appropriate information on your list of prospective employers.

   c. If such a service is not available, select another activity.

2. Schedule an interview appointment with an employment counselor at a company which maintains a personnel office. (If you are not seeking employment at this time, indicate that you are seeking information for a class report.)

   a. Ask what priorities the company sets in hiring employees in positions similar to that you would be seeking.

   b. Ask about the skill levels required of employees in positions similar to those you would be seeking.

   c. Ask what employment tests are required of persons applying for positions similar to those you would be seeking.

   d. Record the appropriate information about the company you selected on your list of prospective employers.

   e. Record the answers to questions a, b, and c on the back of the 3" x 5" card.

   f. If you are unable to schedule the appointment required in this exercise, select another activity.

3. Visit or telephone a union hall.

   a. Ask about the job opportunities in your area of interest.

   b. Ask about the union membership requirements for obtaining positions listed with the union.

   c. If possible, select one job opportunity and record the appropriate information on your list of prospective employers.

d. Record the answers to questions a and b on the back of the 3" x 5" card.

e. If you are unable to secure the required information select another activity.

4. Consult company directories (available through your library or placement office.)

a. Select one company which offers employment opportunities of interest to you.

b. Visit or telephone the company selected and obtain the following information:

(1) the job openings presently available in the area in which you are interested.

(2) the skill requirements for employees in positions similar to those in which you are interested.

c. Record the appropriate information about the company you selected on your list of prospective employers.

d. Record the answers to the questions in item "b" on the back of the 3" x 5" card.

e. If a company directory is not available or if you cannot obtain the required information, select another activity.

5. Look through trade journals for listings of employment opportunities.

a. Select one employment listing which is of interest to you.

b. Record the appropriate information on your list of prospective employers.

c. On the back of the 3" x 5" card record the employment requirements for the position you selected.

d. If you are unable to obtain an appropriate trade journal, select another activity.